

**OVERVIEW OF IOWA'S POSTSECONDARY ACCOUNTABILITY
SYSTEM REQUIRED BY THE PERKINS ACT OF 1998**

IOWA DEPARTMENT OF EDUCATION

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CONTENTS

INTRODUCTION.....	1
INDICATORS, LEVELS OF PERFORMANCE, AND REPORTING DATA.....	1
POSTSECONDARY ACADEMIC PROFICIENCY.....	2
POSTSECONDARY OCCUPATIONAL PROFICIENCY.....	2
POSTSECONDARY DEGREE, DIPLOMA, OR CERTIFICATE.....	3
POSTSECONDARY PROGRAM RETENTION.....	4
POSTSECONDARY PROGRAM COMPLETION.....	4
EMPLOYMENT AFTER POSTSECONDARY PROGRAM COMPLETION.....	5
POSTSECONDARY PARTICIPATION IN NONTRADITIONAL PROGRAM.....	6
POSTSECONDARY COMPLETION OF NONTRADITIONAL PROGRAMS.....	7
ACCOUNTABILITY FOR ACHIEVING THE TITLE IC GOALS AND OBJECTIVES IN THE STATE PLAN.....	8
ACCOUNTABILITY FOR ACHIEVING THE TECH PREP GOALS AND OBJECTIVES IN THE STATE PLAN.....	9
APPENDIX A – DEFINITIONS.....	10
APPENDIX B – ACCOUNTABILITY REPORT.....	12
APPENDIX C – TITLE IC YEAR-END REPORT.....	14
APPENDIX D – TITLE IC EXPENDITURES.....	17
APPENDIX E – TECH PREP REPORT.....	20
APPENDIX F – USE OF TECH PREP FUNDS.....	23

INTRODUCTION

The Perkins Act of 1998 requires a state to establish a performance accountability system to assess the effectiveness of the state in achieving statewide progress in vocational and technical education. The actual requirement is as follows:

“Each eligible agency shall identify in the State plan core indicators of performance that include, at a minimum, measures of each of the following:

- (i) Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.
- (ii) Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- (iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- (iv) Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.” Section 113 (b)(2)(A)

A report on the progress of the State of Iowa in achieving levels of performance on the core indicators shall be prepared annually and submitted to the Secretary of Education. The reported postsecondary accountability indicators and levels of performance are for statewide accountability. Accountability data are reported for all programs receiving Perkins’ federal funds. Information from separate institutions will be aggregated for each indicator. The report shall include a quantifiable description of the progress special populations participating in vocational and technical education programs have made in meeting the levels of performance. “Special populations” is defined in the Perkins Act as consisting of

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Perkins III has an improvement plan requirement. The major components in the improvement plan requirement are (1) the State of Iowa shall develop and implement a program improvement plan when it fails to meet state levels of performance and (2) the State of Iowa shall guide a postsecondary institution through specific improvement plan operations under certain conditions. If the State of Iowa determines that a postsecondary institution is not making substantial progress in achieving the state levels of performance, the postsecondary institution shall become involved in a local improvement plan process. Since the levels of performance required by Perkins III are state levels of performance, a postsecondary status for making a substantial progress in achieving the state levels of performance is judged in terms of positive changes toward contributing to the state achieving the levels of performance. State levels of performance adjusted for local data can be used for local accountability.

INDICATORS, LEVELS OF PERFORMANCE, AND REPORTING DATA

The core indicators and subindicators explained in this section are:

Core Indicator 1: Student Attainment

- ❖ Postsecondary Academic Attainment
- ❖ Postsecondary Vocational and Technical Attainment

Core Indicator 2: Credential Attainment

- ❖ Postsecondary Degree, Diploma, or Certificate

Core Indicator 3: Retention, Completion and Employment

- ❖ Postsecondary Program Retention
- ❖ Postsecondary Program Completion
- ❖ Employment After Postsecondary Program Completion

Core Indicator 4: Participation in and Completion of Nontraditional Programs

- ❖ Participation in Postsecondary Nontraditional Programs
- ❖ Completion of Postsecondary Nontraditional Programs

POSTSECONDARY ACADEMIC PROFICIENCY

Indicator: Percentage of postsecondary program completers receiving a degree, diploma, or certificate.

Level of Performance: The percentage of postsecondary program completers receiving a degree, diploma, or certificate will be greater than the average statewide percentage from the previous two years.

Targeted Population: Postsecondary students completing a vocational program

Program Completer Definition (APPENDIX A): A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Award/Completer File; Award code data element; Award codes 4 through 7 (AAA, AAS, Diploma, Certificate) and "Z" for non-graduate program completer; Student Information File: Student identifier; CIP; Special populations data element

Data Required: Student totals by categories listed in sample form below (Data requirements listed below are actually calculated from the "Postsecondary Program Enrollment and Completers" data. Manually completed forms are submitted directly to DE.)

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Received Degree, Diploma, or Certificate							
Non-graduate Program Completer							

Indicator Percentage Calculation: Sum of the targeted-population students receiving a degree, diploma, or certificate divided by the sum of the students receiving a degree, diploma, or certificate or being non-graduate program completers

Level of Performance Comparison: Indicator percentage compared to the statewide average percentage of students receiving a degree, diploma, or certificate from the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than statewide average percentage.)

POSTSECONDARY OCCUPATIONAL PROFICIENCY

Indicator: Percentage of postsecondary vocational program completers who attain 90 or higher percent of the occupational competencies determined to be critical for employment.

Level of Performance: The percentage of postsecondary vocational program completers attaining 90 or higher percent of the occupational competencies determined to be critical for employment will be greater than the average statewide percentage from the previous two years.

Targeted Population: Postsecondary program students completing a vocational program

Program Completer Definition: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Data Source: PRESENT AND FUTURE: DE produced form manually completed by postsecondary institution (MIS does not contain occupational proficiency data); Assessment techniques and instruments selected by community college staff; Certificate and license instruments allowed

Special Consideration: When certificate and/or license instrument used for assessment, the 90 or higher percent criterion can be replaced by allowed passing score.

Proficient Definition: Attaining 90 or higher percent of the occupational competencies or a passing score on a certificate or license test

Data Required: Student totals by categories listed in sample form below (Data is reported directly to the DE. Number of completers is calculated from “Postsecondary Program Enrollment and Completers” data.)

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Completing Program							
Students Proficient							

Indicator Percentage Calculation: Sum of the targeted-population completers rated proficient divided by the sum of the program completers

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of proficient students from the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage.)

POSTSECONDARY DEGREE, DIPLOMA, OR CERTIFICATE

Indicator: Percentage of postsecondary program completers receiving a degree, diploma, or certificate.

Level of Performance: The percentage of postsecondary program completers receiving a degree, diploma, or certificate will be greater than the average statewide percentage from the previous two years.

Targeted Population: Postsecondary students completing a vocational program

Program Completer Definition: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Award/Completer File; Award code data element; Award codes 4 through 7 (AAA, AAS, Diploma, Certificate) and “Z” for non-graduate program completer; Student Information File; Student identifier data element; CIP data element; Special populations data element

Data Required: Student totals by categories listed in sample form below (Data requirements listed below are actually calculated from the “Postsecondary Program Enrollment and Completers” data. Manually completed forms are submitted directly to DE.)

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Received Degree, Diploma, or Certificate							
Non-graduate Program Completer							

Indicator Percentage Calculation: Sum of the targeted-population students receiving a degree, diploma, or certificate divided by the sum of the students receiving a degree, diploma, or certificate or being non-graduate program completers

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of students receiving a degree, diploma, or certificate from the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than average statewide percentage.)

POSTSECONDARY PROGRAM RETENTION

Indicator: Percentage of postsecondary vocational program students with the intent of improving their job skill qualifications completing courses within a program.

Level of Performance: The percentage of postsecondary vocational program students completing courses within a program will be greater than the average statewide percentage of program students completing courses within a program in the previous two years.

Targeted Population: Postsecondary program students with the intent of improving their job skill qualifications

Intent of Improving Job Skill Qualifications Definition: The field descriptions of transfer to another college/university, prepare to enter job market, improve skills for present job, prepare to change careers, and meet certificate/licensure requirements listed in the MIS for the data element student intent/goal.

Completing Courses within a Program Definition: A student does not exit all courses enrolled for a term before each course end date.

Special Consideration: A student exiting courses before the end date must complete at least one course to be considered completing courses within a program. Changing from full-time to part-time enrollment does not influence retention results. Duplication of count is okay when a student enters and exits all courses in the funded program during more than one term in a reporting period.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Information File; Special populations data element; Student intent/goal data element; Student Course File; Course number data element; Course CIP data element; Course end date data element; Date student exited course data element (NEW DATA ELEMENT NEEDED TO LINK COURSE(S) TO TERM)

Data Required: Student totals by categories listed in sample form below

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Enrolled by Intent in Program							
Students Exiting All Courses Within Program							

Indicator Percentage Calculation: Sum of the targeted-population students completing courses within a program divided by the sum of the students completing courses within a program and the students exiting all courses within a program

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of students completing courses within a program from the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than average statewide percentage.)

POSTSECONDARY PROGRAM COMPLETION

Indicator: Percentage of postsecondary vocational program students with the intent of completing a program complete the program.

Level of Performance: The percentage of postsecondary vocational program students completing a program will be greater than the average statewide percentage of students completing a program in the previous two years.

Targeted Population: Postsecondary program students with the intent of completing a program and enrolled in the only year of a one-year program or the second year of a two-year program

Intent of Completing a Program Definition: The field descriptions of transfer to another college/university, prepare to enter job market, improve skills for present job, prepare to change careers, and meet certificate/licensure requirements listed in the MIS for the data element student intent/goal.

Program Completer Definition: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Full-Time Student Definition: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 contact hours a week each term. (This MIS definition is used only to derive a part-time student definition.)

Part-Time Student Definition: A student enrolled for less than 12 semester credits, less than 12 quarter credits, or less than 24 contact hours a week each term. In the MIS, the part-time student classification is determined by adding course credits for the courses listed in the Student Course File for a student. (Part-time student definition is extrapolated from the full-time student definition.)

Special Consideration: Number of part-time students who do not complete a program is used to adjust enrollments for calculations. A student considered a part-time student for any one term is considered a part-time student for accountability calculations. Part-time students have a lower probability of completing a program in a specified period of time.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Information File; Student identifier data element; Special populations data element; Student intent/goal data element; Student Course File; Course number; Course credit hours; CIP data element; Course start date; Course end date; Student Award/Completer File; Award code data element; Award codes 4 through 7 (AAA, AAS, Diploma, Certificate) and "Z" for non-graduate program completer (NEW DATA ELEMENTS NEEDED: SECOND-YEAR COURSE IDENTIFIER AND PART-TIME STUDENT IDENTIFIER)

Data Required: Student totals by categories listed in sample form below

Yr. 1(1yr. prog) Yr. 2(2 yr. prog)	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Enrolled by Intent in Program							
Students by Intent Completing Program							
Part-time Students by Intent Not Completing Program							

Indicator Percentage Calculation: Number of targeted-population students completing a program divided by the quantity number of students enrolled in a program minus the number of part-time students not completing a program

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of students completing a program from the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than average statewide percentage.)

EMPLOYMENT AFTER POSTSECONDARY PROGRAM COMPLETION

Indicator: Percentage of postsecondary program completers placed in employment within one year of graduation/completion.

Level of Performance: The percentage of program completers placed in employment within one year of graduation/completion will not be less than the percentage of completers placed the previous year.

Targeted Population: Postsecondary students completing a vocational program

Program Completer Definition: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Data Source: CHOICE: Data is submitted on a DE produced form manually completed by a postsecondary institution using employment data from an existing employment tracking system or DE is instructed to make employment calculations from MIS and Unemployment Insurance information. Iowa Community College Management Information System (MIS) and Unemployment Insurance (UI) wage record data; Student Award/Completer File; Student identifier (SSN); CIP; Award code data element; Award codes 4 through 7 (AAA, AAS, Diploma, Certificate) and "Z" for non-graduate program completer

Employed Definition: When using MIS data, a student identified in the MIS by social security number is identified by social security number in the Unemployment Insurance (UI) data. When not using MIS data, a student identified by postsecondary staff as being employed.

Special Considerations: When using MIS data, only targeted-population students with a social security number for the unique student identifier in MIS will be tracked. Postsecondary staff collecting data on program completers employed will attempt to track all program completers. The UI employment data comparisons will be made in December each year.

Data Required: Student totals by categories listed in sample form below

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Student Completers Being Tracked							
Completers Identified as Being Employed							

Indicator Percentage Calculation: Sum of completers identified as being employed divided by sum of students tracked for employment

Level of Performance Comparison: Indicator percentage compared to the percentage of completers employed the previous year (Criterion (Continuous Improvement): Indicator percentage will not be less than statewide percentage from the previous year.)

POSTSECONDARY PARTICIPATION IN NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender postsecondary students participating in vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender postsecondary students participating in vocational programs leading to nontraditional occupations for their gender will be greater than the average statewide percentage of under-represented gender participants for the previous two years.

Targeted Population: Students under-represented by gender in vocational programs leading to nontraditional occupations; Data collected on all males and females enrolled to determine under-represented gender participation

Nontraditional Occupation Definition: One gender comprises less than 25 percent of the individuals employed

Under-represented Enrollment Criterion for Tracking Gender Dominated Programs in a Service Area: Gender dominated programs tracked in a service area (first two digits of CIP code) when the under-represented gender enrollment for a group of gender dominated programs is less than 25 percent

Special Considerations (DE Operations): Perkins funded programs are grouped by gender dominance (Defined in external sources such as CHOICES or Crosswalk of Nontraditional Occupations with Classification of Instructional Programs) in each of the six occupational service areas (Agriculture, etc.). The maximum possible groups of programs is twelve. Each group of programs is checked for percentage of under-represented gender. Under-represented gender enrollment and total enrollment for groups of programs with less than twenty-five percent under-represented gender are documented for indicator percentage calculation.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Information File; Student identifier data element; CIP data element; Special populations data element; Gender data element

Data Required: Student totals by categories listed in sample form below (Identical data is collected once for both the participation in nontraditional programs and completion of nontraditional programs. These categories of information are included in the “Postsecondary Program Enrollment and Completers” data required of all vocational programs (APPENDIX B). Perkins’ accountability for nontraditional programs does not require new forms of data not traditionally collected by the DE.)

	All Program Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Males							
Females							

Indicator Percentage Calculation: Sum of the under-represented gender enrollment in occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender divided by the sum of the total enrollment in the occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of under-represented gender participants for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage of under-represented gender participants.)

POSTSECONDARY COMPLETION OF NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender postsecondary students completing vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender postsecondary students completing vocational programs leading to nontraditional occupations for their gender will be greater than the average statewide percentage of under-represented gender completers for the previous two years.

Targeted Population: Under-represented by gender completers in vocational programs leading to nontraditional occupations; Data collected on all males and females enrolled to determine under-represented gender participation and completion

Program Completer Definition: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Nontraditional Occupation Definition: One gender comprises less than 25 percent of the individuals employed

Under-represented Enrollment Criterion for Tracking Gender Dominated Programs in a Service Area: Gender dominated programs tracked in a service area (first two digits of CIP code) when the under-represented gender enrollment for a group of programs is less than 25 percent

Special Considerations (DE Operations): Participation enrollment from calculations for participation in nontraditional programs is used in the completers of nontraditional programs calculations. The same groups of programs with less than twenty-five percent under-represented gender are tracked for both participation in and completion of nontraditional programs. The grouping and tracking procedures are identical for both the participation and completion strategies.

Data Source: PRESENT (Until Satisfactory MIS Data): DE produced form manually completed by postsecondary institution; FUTURE (When an Institution Submits Satisfactory MIS Data): Iowa Community College Management Information System (MIS); Student Award/Completer File; Award code data element; Award codes 4 through 7 (AAA, AAS, Diploma, Certificate) and “Z” for non-graduate program completer; Student Information File; Student identifier data element; CIP data element; Special populations data element; Gender data element

Data Required: Student totals by categories listed in sample form below (Identical data is collected once for both the participation in nontraditional programs and completion of nontraditional programs. These categories of information comprise the “Postsecondary Program Enrollment and Completers” data required of all vocational programs (APPENDIX B). Perkins’ accountability for nontraditional programs does not require new forms of data not traditionally collected by the DE.)

	All Program Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Males							
Females							
Male Received Degree, Diploma, or Certificate							
Female Received Degree, Diploma, or Certificate							
Male Non-graduate Program Completer							
Female Non-graduate Program Completer							

Indicator Percentage Calculation: Sum of the under-represented gender completers in occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender divided by the sum of the under-represented gender enrollment in the occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of under-represented gender completers for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage of under-represented gender completers.)

ACCOUNTABILITY FOR ACHIEVING THE TITLE IC GOALS AND OBJECTIVES IN THE STATE PLAN

Each postsecondary institution with a funded Perkins' program has a responsibility for providing accountability information on the activities stated in the goals and objectives of the State Plan for Iowa. The Federal Government provided four questions to focus collection processes and classify accountability data collected on planned activities. Plan activities provide direction to the actual collection of the data. The data reporting mechanisms are a year-end report on activities (APPENDIX C) and an expenditures report (APPENDIX D). The Federal Government questions and plan activity categories of information are stated below.

1. Program Administration – How have planned activities in the State Plan contributed to the current status and outcomes? (Year-End Report, APPENDIX C)
 - a. Attainment of established academic and vocational and technical proficiencies
 - b. Attainment of secondary or postsecondary credential
 - c. Participation and completion of vocational and technical education programs that lead to nontraditional training and employment
 - d. Preparing for opportunities in postsecondary education or entry into high skill, high wage jobs
 - e. Improving existing or developing new vocational and technical education courses
 - f. Improvement of academic and technical skills of vocational and technical education students
 - g. Ensuring challenging academic proficiencies for students participating in vocational and technical education programs
 - h. Technical assistance to LEA recipients of Perkins' funds
2. Accountability – How have negotiated performance levels for each of the indicators _____ over the last year? (Activity categories of information are suggested in implementation of the required accountability measures and the "Core Indicator Framework" prepared by the Office of Vocational and Adult Education.) (Year-End Report, APPENDIX C)

- a. Program changes to influence anticipated accountability results
 - b. Rigor of indicators and levels of performance
 - c. Indicator data collection problems
 - d. Quality of data collection techniques
 - e. Data utilization
 - f. Quality of data for program improvement
3. Special Populations and Other Groups – How have the planned activities in the State Plan contributed toward addressing the needs of the special populations? (Year-End Report, APPENDIX C)
 - a. Program strategies for special populations
 - b. Equal access to vocational programs by members of special populations
 - c. Preparation of special populations for further learning and high skill, high wage careers
 - d. Preparation for nontraditional training and employment
 - e. Supplementary services
 4. Fiscal Requirements – How have the described planned uses of funds in the State Plan contributed to addressing the anticipated outcomes for the State? (Title IC Expenditures, APPENDIX D)
 - a. Required program characteristics expenditures
 - b. Permissive use of funds expenditures

ACCOUNTABILITY FOR ACHIEVING THE TECH PREP GOALS AND OBJECTIVES IN THE STATE PLAN

Each tech prep consortium funded with Perkins' money has a responsibility for providing accountability information on the tech prep activities stated in the goals and objectives of the State Plan for Iowa. Two questions were provided by the Federal Government to focus the data collection efforts in tech prep consortia. Actual kinds of data collected are dictated by the activities for tech prep in the State Plan. The accountability data are communicated on a report characterizing tech prep activities (APPENDIX E) and a tech prep expenditure report (APPENDIX F). The Federal Government questions and plan activity categories of information are stated below.

1. Tech Prep – How have the planned activities in the State Plan contributed to the current status and outcomes? (Tech Prep Report, APPENDIX E)
 - a. Tech prep programs impacted
 - b. Inservice training for teachers
 - c. Inservice training for counselors
 - d. Program improvement for members of special populations
 - e. Preparatory services for tech prep programs
 - f. Meeting academic standards in tech prep programs
2. Fiscal Requirements – How have the described planned uses of funds in the State Plan contributed to addressing the anticipated outcomes for the State? (Use of Tech Prep Funds, APPENDIX F)
 - a. Expenditures for accountability assessment
 - b. Expenditures to develop, improve, and upgrade programs
 - c. Expenditures for program promotional activities
 - d. Expenditures for inservice training
 - e. Expenditures for delivery of services and programs
 - f. Expenditures for activities serving members of special populations

APPENDIX A – DEFINITIONS

ALL ASPECTS OF AN INDUSTRY – A strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. The components of all aspects of an industry are planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.

CRITICAL COMPETENCIES – Those competencies determined by the school/college district to be essential for employment.

DISADVANTAGED – Individuals other than individuals with handicaps who have academic or economic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Economically disadvantaged are families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

DISPLACED HOMEMAKER - An individual who is an adult; and

- (1) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
- (2) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;
- (3) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or
- (4) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate.

EXITING ALL COURSES WITHIN PROGRAM – A student exits all courses during a term before each course end date.

INDICATOR – A statistic that can be used to judge the status of the standard. Example: Drop out rate

INDIVIDUAL WITH A DISABILITY – An individual with any disability defined in section 3 of the Americans with Disabilities Act of 1990. Section 3 defines disability, with respect to an individual, as a physical or mental impairment that substantially limits one or more of the major life activities of such individual.

INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY – A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language and (1) whose native language is a language other than English or (2) who lives in a family or community environment in which a language other than English is the dominant language.

INTENT OF COMPLETING A PROGRAM – Field descriptions of transfer to another college/university, prepare to enter job market, improve skills for present job, prepare to change careers, and meet certificate/licensure requirements listed in the MIS.

INTENT OF IMPROVING JOB SKILL QUALIFICATIONS – Field descriptions of transfer to another college/university, prepare to enter job market, improve skills for present job, prepare to change careers, and meet certificate/licensure requirements listed in the MIS.

LEVEL OF PERFORMANCE – Information used to determine if the status of the indicator is acceptable. A desired predetermined indicator value that will be compared to the assessment determined value of the indicator. A criterion for a relationship between the two values for the indicator is predetermined.

NONTRADITIONAL TRAINING AND EMPLOYMENT – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OCCUPATIONAL COMPETENCIES – The knowledge, skills, and/or attitudes needed to perform a specific task to meet a specific standard.

PART-TIME STUDENT – A student enrolled for less than 12 semester credits, less than 12 quarter credits, or less than 24 contact hours a week each term.

PROFICIENT – Attaining 90 or higher percent of the occupational competencies or a passing score on a certificate or license test.

SINGLE PARENT – An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

SPECIAL POPULATIONS – The term “special populations” means –

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

TECH PREP – A program that provides technical preparation in a career field and must do the following:

- (A) Combines a least two years of secondary and two years of postsecondary education in a sequential course of study without duplication of coursework;
- (B) Integrates academic, vocational and technical education and, if appropriate and available, work-based learning;
- (C) Provides technical preparation for careers;
- (D) Builds student competence in core academic and technical areas;
- (E) Leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and
- (F) Leads to placement in appropriate employment or further education.

VOCATIONAL AND TECHNICAL EDUCATION – Organized educational activities that

- (A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors, and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, or an individual.

VOCATIONAL AND TECHNICAL STUDENT ORGANIZATION- An organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program.

VOCATIONAL PROGRAM – A coherent sequence of courses designed to prepare individuals for employment in a specific occupational area, which leads to a degree, diploma, or certificate.

VOCATIONAL PROGRAM COMPLETER – A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

APPENDIX B – ACCOUNTABILITY REPORT

Iowa Department of Education
Bureau of Technical and Vocational Education
Grimes State Office Building, Des Moines, IA 50319-0146

Revised 9/10/99

POSTSECONDARY VOCATIONAL MIS – F1

For Office Use Only

01-10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21-30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31-40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Educational Agency Name

Name of Vocational Education Offering

41-50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	County		District				SITE		

70-75	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	County		District			

Sponsor – Attendee Site for
Jointly Administered Programs
(Type of Programs = 22)

51-60	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	CIP Number								

61-69	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Instr. Level	Type Program	Special Emphasis	Object Purpose	Prog. Status			

POSTSECONDARY PROGRAM ENROLLMENT AND COMPLETERS

	All Program Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Males	76-80 _____	81-85 _____	86-90 _____	91-95 _____	96-100 _____	101-105 _____	106-110 _____
Females	111-115 _____	116-120 _____	121-125 _____	126-130 _____	131-135 _____	136-140 _____	141-145 _____
Male Received Degree, Diploma or Certificate	146-150 _____	151-155 _____	156-160 _____	161-165 _____	166-170 _____	171-175 _____	176-180 _____
Female Received Degree, Diploma or Certificate	181-185 _____	186-190 _____	191-195 _____	196-200 _____	201-205 _____	206-210 _____	211-215 _____
Male Non-graduate Program Completer	216-220 _____	221-225 _____	226-230 _____	231-235 _____	236-240 _____	241-245 _____	246-250 _____
Female Non-graduate Program Completer	251-255 _____	256-260 _____	261-265 _____	266-270 _____	271-275 _____	276-280 _____	281-285 _____

POSTSECONDARY OCCUPATIONAL PROFICIENCY

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Proficient	286-290 _____	291-295 _____	296-300 _____	301-305 _____	306-310 _____	311-315 _____	316-320 _____

POSTSECONDARY PROGRAM RETENTION

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Enrolled by Intent in Program	321-325 _____	326-330 _____	331-335 _____	336-340 _____	341-345 _____	346-350 _____	351-355 _____
Students Exiting All Courses Within Program	356-360 _____	361-365 _____	366-370 _____	371-375 _____	376-380 _____	381-385 _____	386-390 _____

POSTSECONDARY PROGRAM COMPLETION

Yr. 1(1 yr. prog) Yr. 2(2 yr. prog)	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Students Enrolled by Intent in Program	391-395 _____	396-400 _____	401-405 _____	406-410 _____	411-415 _____	416-420 _____	421-425 _____
Students by Intent Completing Program	426-430 _____	431-435 _____	436-440 _____	441-445 _____	446-450 _____	451-455 _____	456-460 _____
Part-time Students Not Completing Program	461-465 _____	466-470 _____	471-475 _____	476-480 _____	481-485 _____	486-490 _____	491-495 _____

EMPLOYMENT AFTER POSTSECONDARY PROGRAM COMPLETION

	All Targeted Students	Disability	Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Limited English Speaking
Student Completers Being Tracked	496-500 _____	501-505 _____	506-510 _____	511-515 _____	516-520 _____	521-525 _____	526-530 _____
Completers Identified as Being Employed	531-535 _____	536-540 _____	541-545 _____	546-550 _____	551-555 _____	556-560 _____	561-565 _____

I, the undersigned official in submitting this document, do hereby affirm that all information present is true and correct to the best my knowledge.

(Signature of Authorized Official)

Date

APPENDIX C – TITLE IC YEAR-END REPORT

State of Iowa
Department of Education
Bureau of Technical and Vocational Education
Grimes State Office Building
Des Moines, IA 50319-0146

DUE DATE: AUGUST 4, 2000

Carl D. Perkins Vocational and Applied
Technology Education Act of 1998
Postsecondary Year-End Report
FY 2000

A “Technical And Vocational Education Program Year-End Report” is required after completion of the **funding period (July1, 1999 - June 30, 2000)** activities for Title IC, Perkins Act.

SECTION 1: Program Identification

DE USE ONLY

Record No.: ____ (1-4)

County No.: ____ District No.: ____ Site No.: ____ (5-14)

CIP No.: ____ (15-24)

Program Name: _____

SECTION 2: Program Administration Activities for Continuous Quality Improvement

What activities were specifically implemented (Check “Implemented” Column) during this funding period to improve the quality of this vocational and technical program and what degree was the program quality improved from implementing each activity (Circle a Numeral for Degree Program Quality Improved)? (25 – 58)

<u>Implemented</u>	<u>Activity</u>	<u>Degree Program Quality Improved</u>			
		<u>Not At All</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
_____	Aligned and articulated curricula between high school..... and postsecondary	1	2	3	4
_____	Aligned programs more closely with needs of business and industry	1	2	3	4
_____	Assisted students in nontraditional programs in addressing..... barriers to their success	1	2	3	4
_____	Assisted students in transitioning to apprenticeship or..... higher education	1	2	3	4
_____	Developed curricular materials or purchased equipment or..... developed promotional materials to improve existing course(s)	1	2	3	4
_____	Developed new vocational and technical course(s).....	1	2	3	4
_____	Documented program improvement to assist regional planning..... for vocational and technical education	1	2	3	4
_____	Ensured students understood that occupations are open..... to both genders	1	2	3	4
_____	Incorporated industry skill standards into curriculum.....	1	2	3	4
_____	Increased integration of academic and vocational education.....	1	2	3	4
_____	Integrated validated vocational standards into program curricula....	1	2	3	4
_____	Participated in professional staff development.....	1	2	3	4
_____	Promoted Tech Prep 2 plus 2 programs.....	1	2	3	4
_____	Received technical assistance from the Department of Education....	1	2	3	4
_____	Strengthened the academic components of the program.....	1	2	3	4
_____	Taught a comprehensive understanding of all aspects of an industry	1	2	3	4
_____	Taught the same challenging academic proficiencies to vocational.. students as are taught to other students	1	2	3	4

SECTION 3: Accountability for Continuous Quality Improvement of Programs

What indicators caused an anticipation of undesired accountability results to the degree that the program was redesigned to meet or exceed accountability levels of performance prior to collecting data on indicators? (Check Line in Front of Indicator) (59 – 66)

	<u>Indicator</u>
<input type="checkbox"/>	Academic Proficiency
<input type="checkbox"/>	Occupational Proficiency
<input type="checkbox"/>	Degree, Diploma, or Certificate Received
<input type="checkbox"/>	Retention in Program
<input type="checkbox"/>	Completion of Program
<input type="checkbox"/>	Employment after Program Completion
<input type="checkbox"/>	Participation in Nontraditional Programs
<input type="checkbox"/>	Completion of Nontraditional Programs

What indicators had a state level of performance too rigorous for the program? (Check Line in Front of Indicator) (67 – 74)

	<u>Indicator</u>
<input type="checkbox"/>	Academic Proficiency
<input type="checkbox"/>	Occupational Proficiency
<input type="checkbox"/>	Degree, Diploma, or Certificate Received
<input type="checkbox"/>	Retention in Program
<input type="checkbox"/>	Completion of Program
<input type="checkbox"/>	Employment after Program Completion
<input type="checkbox"/>	Participation in Nontraditional Programs
<input type="checkbox"/>	Completion of Nontraditional Programs

What indicators caused accountability data collection problems for the program? (Check Line in Front of Indicator) (75 – 82)

	<u>Indicator</u>
<input type="checkbox"/>	Academic Proficiency
<input type="checkbox"/>	Occupational Proficiency
<input type="checkbox"/>	Degree, Diploma, or Certificate Received
<input type="checkbox"/>	Retention in Program
<input type="checkbox"/>	Completion of Program
<input type="checkbox"/>	Employment after Program Completion
<input type="checkbox"/>	Participation in Nontraditional Programs
<input type="checkbox"/>	Completion of Nontraditional Programs

What indicators had accountability data collected by a technique that was free of bias and predicts effectiveness of the program? (Check “Predict” Column) What indicators had accountability data collected by a technique that yields similar results each time data are collected? (Check “Similar” Column) (83 – 98)

<u>Predict</u>	<u>Similar</u>	<u>Indicator</u>
<input type="checkbox"/>	<input type="checkbox"/>	Academic Proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Occupational Proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Degree, Diploma, or Certificate Received
<input type="checkbox"/>	<input type="checkbox"/>	Retention in Program
<input type="checkbox"/>	<input type="checkbox"/>	Completion of Program
<input type="checkbox"/>	<input type="checkbox"/>	Employment after Program Completion
<input type="checkbox"/>	<input type="checkbox"/>	Participation in Nontraditional Programs
<input type="checkbox"/>	<input type="checkbox"/>	Completion of Nontraditional Programs

After reviewing the indicator and actual level of performance data, what is the plan for using the results for each indicator? (Circle Numeral for Selected Plan) (99 – 106)

<u>Indicator</u>	<u>Plan</u>		
	<u>None</u>	<u>Baseline Data</u>	<u>Program Change</u>
Academic Proficiency.....	1	2	3
Occupational Proficiency.....	1	2	3
Degree, Diploma, or Certificate.....	1	2	3
Retention in Program.....	1	2	3
Completion of Program.....	1	2	3
Employment after Program Completion.....	1	2	3
Participation in Nontraditional Programs.....	1	2	3
Completion of Nontraditional Programs.....	1	2	3

How much improvement in quality of the program could be attained from using the data for each indicator? (Circle Numeral for Degree of Quality Improvement) (107 – 114)

<u>Indicator</u>	<u>Degree of Quality Improvement</u>			
	<u>Not Any</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
Academic Proficiency.....	1	2	3	4
Occupational Proficiency.....	1	2	3	4
Degree, Diploma, or Certificate.....	1	2	3	4
Retention in Program.....	1	2	3	4
Completion of Program.....	1	2	3	4
Employment after Program Completion.....	1	2	3	4
Participation in Nontraditional Programs.....	1	2	3	4
Completion of Nontraditional Programs.....	1	2	3	4

SECTION 4: Special Populations Activities for Continuous Quality Improvement of Programs

What special populations activities were specifically implemented (Check “Implemented” Column) during this funding period to improve the quality of this vocational and technical program and what degree was the program quality improved from implementing each activity (Circle a Numeral for Degree Program Quality Improved)? (115 – 138)

<u>Implemented</u>	<u>Activity</u>	<u>Degree Program Quality Improved</u>			
		<u>Not At All</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
_____	Assisted special populations in understanding the..... expectations of employers	1	2	3	4
_____	Collaborated with secondary education on helping members of..... special populations transition between secondary and postsecondary education	1	2	3	4
_____	Designed strategies to enable special populations to meet or exceed the state levels of performance	1	2	3	4
_____	Designed strategies to enable special populations to prepare for..... further learning and high skill, high wage careers	1	2	3	4
_____	Developed strategies to promote the involvement of members of..... special populations in vocational student organizations	1	2	3	4
_____	Implemented strategies for equal access to vocational programs..... by members of special populations	1	2	3	4
_____	Promoted nontraditional programs.....	1	2	3	4
_____	Provided supplementary services to members of special populations	1	2	3	4
_____	Received technical assistance in developing strategies to promote... nontraditional occupations	1	2	3	4
_____	Received technical assistance on disaggregating accountability data on members of special populations	1	2	3	4
_____	Received technical assistance on mutual concerns on serving..... special populations	1	2	3	4
_____	Shared successful strategies for serving special populations.....	1	2	3	4

POSTSECONDARY VOCATIONAL MIS – F4D**Title IC – Federal Funds**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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County District School

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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CIP Number

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Instr. Type Special Object Program
Level Program Emphasis Purpose Status

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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County District

Consortium Fiscal Agent

Educational Agency

Vocational Education Program

Check one:

___ Program Expenditures

Fiscal Year

___ Grant Summary Expenditures

Required Program Characteristics	Expenditures
R1. Integration of academics with Vocational education	
R2. Experience in all aspects of an Industry	
R3. Use of technology	
R4. Provide professional development programs	
R5. Evaluations of vocational programs	
R6. Expand and modernize quality vocational programs	
R7. Provide effective services	
R8. Link secondary and postsecondary vocational programs	
Sub Total 1	

Permissive Use of Funds	Expenditures
P1. Involving parents, businesses, and labor organizations	
P2. Provide career guidance and Counseling	
P3. Provide work-related experience	
P4. Provide programs for special Populations	
P5. For partnerships	
P6. Assist vocational student Organizations	
P7. For mentoring and support services	
P8. For equipment	
P9. For teacher preparation programs	
P10. Developing new vocational Courses	
P11. Provide vocational programs for Adults and school dropouts	
P12. Assist students in finding jobs and Continuing their education	
P13. Support nontraditional training and employment	
P14. Support other activities consistent with this Act	
P15. Administrative costs(5% allowed)	
Sub Total 2	

Total (Sub Total 1 + Sub Total 2) = _____

I, the undersigned authorized official in submitting this document, do hereby affirm that all applicable federal and state laws and regulations have been compiled with and that all information present is true and correct to the best of my knowledge.

Signature of Authorized Official _____

Date _____

COMPLETE EXPLANATION OF EXPENDITURE CATEGORIES ON FORM F4D

Required Program Characteristics

- R1: Strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academic with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects
- R2: Provide students with strong experience in and understanding of all aspects of an industry
- R3: Develop, improve, or expand the use of technology in vocational and technical education, which may include:
- (A) training of vocational and technical education personnel to use state-of-art technology which may include distance learning;
 - (B) providing vocational and technical education students with academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
 - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs
- R4: Provide professional development programs to teachers, counselors, and administrators, including –
- (A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective practices to improve parental and community involvement;
 - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience to teachers; and
 - (D) programs designed to train teachers specifically in the use and application of technology
- R5: Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met
- R6: Initiate, improve, expand, and modernize quality vocational and technical education programs
- R7: Provide services and activities that are of sufficient size scope, and quality to be effective
- R8: Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs

Permissive Use of Funds

- P1: To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs
- P2: To provide career guidance and academic counseling for students participating in vocational and technical education programs
- P3: To provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs
- P4: To provide programs for special populations
- P5: For local education and business partnerships
- P6: To assist vocational and technical student organizations
- P7: For mentoring and support services
- P8: For leasing, purchasing, upgrading or adapting equipment, including instructional aides
- P9: For teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry

- P10: For improving or developing new vocational and technical education courses
- P11: To provide vocational and technical education programs for adults and school dropouts to complete their school education
- P12: To provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education
- P13: To support nontraditional training and employment activities
- P14: To support other vocational and technical education activities that are consistent with the purpose of this Act
- P15: Administrative costs associated with the administration of activities assisted under the Title IC section